

A young girl with braided hair and colorful beads, wearing a maroon sweater, looking at an open book. The background is a blurred classroom setting.

Charter Schools

2013-2014 Annual Report

A World Class Education for all Students

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Greetings from the Director:

The Charter Schools Office has just completed its 19th year of operations. The 2013-2014 school year saw the opening of two new public school academies for Eastern Michigan University. These are the first new public school academies for Eastern Michigan University since 1999. The first new school is The James and Grace Lee Boggs School. This is an elementary school located in the Eastern Market area of Detroit, Michigan. It opened as a kindergarten through third grade school and will eventually become a kindergarten through the twelfth grade school. This school has a Place-Based Education focus, which strongly emphasizes the community as part of the educational experience.

The second new school is the Detroit Public Safety Academy which opened in the Corktown area of Southwest Detroit. This school opened as a ninth and tenth grade high school and will eventually become a secondary school with grades seven through twelve. This school's educational focus is on preparing students for careers in public service professions such as police, fire, emergency medical service, the military and homeland security. We are excited about these schools and their potential to meet the educational needs of students in Detroit.

The Charter Schools Office re-authorized two public school academies in 2014. These schools are The Joseph F. Pollack Academic Center of Excellence (PACE), located in Southfield, Michigan and Grand Blanc Academy (GBA), which is located in Grand Blanc, Michigan.

On the academic front, our schools experienced modest gains as indicated in several academic measures. Even as the MEAP assessment has become more rigorous our schools are generally making modest gains. Of our schools identified as Priority Schools, Commonwealth Developmental Academy made significant progress in 2013-2014. According to the results of the norm-referenced assessment (Scantron's Performance Series), students who have been in our schools for three years or more are outperforming those who are new to these schools. Despite these gains, we are continuing to challenge our schools to improve their academic performance.

Our school boards are now more fortified to provide effective governance for our public school academies. During the 2013-2014 school year each of our eleven school boards received training and professional development from the board-training specialists at Nonprofit Enterprise at Work (NEW). This was a year-long process that targeted the specific needs of each board.

As the Charter Schools Office closes out its nineteenth year of operation, we find ourselves continuing to make strides in the provision of public education to the families of Michigan. This could not have been done without support from the Eastern Michigan University communities. The EMU Board of Regents has continued to provide strong guidance and support to the Charter Schools Office. Regents Beth Fitzsimmons, Michael Morris and Fran Parker have been particularly helpful in challenging us to improve our operation. The support from President Susan Martin and Executive Vice President and Provost Kim Schatzel also continues to be an immeasurable asset to our operation. These individuals provided guidance to the Charter Schools Office, yet they challenged us to improve our operation.

In closing, while there was some academic growth, we feel more progress is necessary, as we strive to address the academic needs of students who reside in those challenging communities that we are privileged to serve. Therefore we will continue to work with our school boards, school leadership and key stakeholders to make sure we are collectively providing the best academic opportunities available to these students.

Together we can find success in raising the performance level of all Michigan students.

Sincerely,

Dr. Malverne C. Winborne
Director of the Charter Schools Office
Eastern Michigan University



Our Vision

**A World Class
Education
for all Students**

Introduction to Charter Schools



Charter Schools in Michigan

The Michigan Legislature passed its first charter school law, Public Act 362, Part 6A, in 1993. This law allows public state universities, community colleges, intermediate school districts and local school districts to authorize and license charters for public school academies. Charter schools may include grades K-12 or any combination of those grades. They may not charge tuition and must serve anyone who applies to attend up to enrollment capacity; that is, they may not screen out students based on race, religion, gender, or test scores.

Public state universities have authorized the majority of public school academies in Michigan. There was a “cap” on the number of additional charters that these universities could authorize from 1999 until 2012. In 2012 the Michigan legislature passed Senate Bill 618 making a number of key changes to the Michigan charter school law, allowing authorizers to issue charters for new schools and strengthening authorizer oversight responsibilities.

According to the Michigan Department of Education, in the 2013-2014 school year there were 289 charter schools in the state of Michigan (197 were authorized by universities, 24 by community colleges, 25 by school districts and 24 by intermediate school districts).

Major responsibilities of an authorizing body in Michigan

Pursuant to Section 380.502(4) of the Michigan Revised School Code: “An authorizing body shall oversee, or shall contract with an intermediate school district, community college, or state public university to oversee, each public school academy operating under a contract issued by the authorizing body. The authorizing body is responsible for

overseeing compliance by the board of directors with the contract and all applicable law.” These oversight duties include:

- Reviewing new charter applicant’s educational plan (including how the plan will address the educational needs of the students, curriculum goals and objectives, teaching methods, and student assessment).
- Determining if all fire, safety, and health codes are met.
- Monitoring the charter school’s compliance with applicable law and its performance in meeting its targeted educational objectives.
- Monitoring the school’s financial management and attending school board meetings.
- Ensuring that charter school boards operate independently of any educational management company involved in the operation of the school.
- Developing a process for periodic reauthorizations and amending the contract during the term of the contract.

Charter Schools Nationwide

Over 600 new public charter schools opened their doors for the 2013-2014 school year. With the addition of new charter schools and 288,000 students, there are now approximately 6,400 public charter schools enrolling over 2.5 million students across the country. (Source: The National Alliance for Public Charter Schools, NAPCS).



Our Schools

Academy for Business and Technology Elementary
Dearborn

Academy for Business and Technology Secondary
Melvindale

Ann Arbor Learning Community
Ann Arbor

Commonwealth Community Development Academy
Detroit

Detroit Public Safety Academy
Detroit

Dr. Joseph F. Pollack Academic Center of Excellence
Southfield

Gaudior Academy
Inkster

Grand Blanc Academy
Grand Blanc

Great Lakes Academy
Pontiac

Hope Academy
Detroit

The James and Grace Lee Boggs School
Detroit



The Charter Schools Office staff (from left to right) Dr. Roberto Quiroz, Lauren London, Michael Collett, Dr. Malverne C. Winborne, and Mary Rebandt.

The Charter Schools Office Staff at Eastern Michigan University

Dr. Malverne C. Winborne serves as the Charter Schools Director. Other members of the Charter Schools Office staff included Dr. Roberto Quiroz, Associate Director, Michael Collett, Finance Officer, Lauren London, Associate General Counsel and Mary Rebandt, Administrative Secretary.

Charter Schools Office at Eastern Michigan University

The Charter Schools Office at Eastern Michigan University was created as part of the Division of University Relations in the fall of 1995. On January 1, 1996, the late Dr. Joseph F. Pollack, former public school superintendent in Michigan and Illinois, was appointed director of the new office. By the opening of the 2013-2014 school year, ten Eastern Michigan University chartered schools enrolled approximately 3,500 students.



Dr. Winborne holds a trophy awarded to the team from Dr. Joseph F. Pollack Academy at the "Math Facts Challenge Invitational."

Significant Achievements during 2013-2014

- Two charters were reauthorized (Grand Blanc Academy and Dr. Joseph F. Pollack Academic Center of Excellence—PACE Academy).
- Two new academies (Detroit Public Safety Academy and The James and Grace Lee Boggs School) began operations in September 2013.
- The Scantron Performance Series Assessment program was fully implemented at all of our schools.
- Three of our “priority schools” have made academic progress.
- Collaborative working relationships were established with university organizations, including the College of Education, the College of Business, the College of Technology, and the College of Arts and Sciences.
- A year-long school board training and assistance project was initiated by the Charter Schools Office.



Assessment Programs



The Michigan Educational Assessment Program (MEAP)

In accordance with state law, Eastern Michigan University Charter Schools Office considers the performance of students on the MEAP as the most significant factor when assessing schools. The Michigan Educational Assessment Program (MEAP) tests were first administered in 1970. The goal of the tests is to measure what Michigan students know. Michigan's MEAP tests are criterion-referenced, which means that results are reported as performance against prescribed state standards. These standards are set by Michigan educators and approved by the State Board of Education. Students are tested in four content areas: ELA (English language arts), mathematics, science and social studies. In 2013-2014, students were tested in grades three through nine.

Scantron Performance Series Assessments

Eastern Michigan University Charter Schools Office requires all its authorized schools to test students on the Performance Series Assessments by Scantron. Students in grades 3-9 must be assessed to determine their performance in Reading and Mathematics. These assessments, available in a computer-adaptive online platform, provide the Charter Schools Office a nationally normed objective measure of academic achievement and progress.

At the school level, principals and teachers use the results of the student assessments to plan instruction and design programs targeted at the specific needs of students. Growth in academic achievement can be calculated by comparing the progress students make with norms based on a large national sample of students who took the same test.

Annual School Assessment

Annually, Eastern Michigan University authorized schools are provided a comprehensive performance summary report card from the authorizer. This serves as the official overall assessment of the status of the school. A rubric is used that is based on the legal requirements of the Michigan legislation for reviewing charter schools. The annual assessment report provides formal feedback about the schools' performance in six key areas, including academic achievement, staff

backgrounds, board requirements, school operations, school finance/regulatory reporting, and facilities review results.

The annual assessment report is shared with the board members, and the school leaders. The assessment process takes place at the conclusion of the school year. At that time each school is presented with the results and the opportunity to review the strengths and weaknesses on each individual section of the assessment.

Annual Oversight Assessment

Area of Assessment	Indicators	Percent of overall score
Academic Achievement		
Academic Assessment	Performance on MDE Top to Bottom Ranking, MDE Report Card results in Reading, Math, Science and Social Studies, and Scantron PS Math and Reading.	60%
School Operations		
Staff Backgrounds	Michigan teacher and administrator certifications, criminal background checks and professional development.	2%
Board Requirements	Membership, meetings with quorum, credentials and state required designated members.	11%
School Operations	Annual Report, School Improvement Plan, Staff & Employee Handbook, Curriculum and Technology Plans, Open Enrollment.	5%
Finance and Compliance		
School Finance/Regulatory Reporting	Budgetary control, Insurance, Annual Audit, Transparency posting, Quarterly Reports, Reporting requirements, Debt, Operating fund balance.	20%
Facilities Review	Passed on-site inspection, required documents up to date.	2%

School Leaders Seminar Series

The Charter Schools Office sponsors a seminar series for school leaders with the goal of improving the collaboration among these leaders. In these meetings we inform them of organizational development issues, educational best practices, and provide them with legal/legislative updates. In addition to attending the seminar series, leaders participate in a peer review process. The peer review process involves teams visiting schools, learning from each other and presenting their experiences and insights at the leadership seminars. During each of these half day sessions, participants share developments and issues about their schools, and discuss best practices in school administration and leadership.

At each of these gatherings, the staff of the Charter Schools Office makes presentations to update school leaders about legal developments, contract requirements, and state compliance rules and deadlines. The chart to the right lists the topics and speakers from the past year's seminar series.

Our Values

High Standards

EQUITY

Diversity

Relationships

Continuous Improvement

Transparency

Eastern Michigan University Charter Schools Leadership Seminar Topics: 2013-2014

Date	Seminar Topics	Presenter (s)
October 16, 2013	Performance Series Results. What does success look like?	Juliane Blazeovski, Ph.D., Senior Consultant, Hypothesi Malverne Winborne, Ph.D., Director, EMU/CSO
November 19, 2013	Public Relations & Charter Schools How do we measure Success? Finance Update and EMU/CSO Webpage	Ron Hoffman, CEO R. J. Hoffman & Associates Malverne Winborne, Ph.D., Director, EMU/CSO Mike Collett, Finance and Compliance Officer, EMU/CSO
December 18, 2013	Michigan Legislative Update Information Assurance	Chad Wing, Director University-State Relations, Eastern Michigan University & Bobby O'Meara, Legislative Director, Acuitas James Banfield, Assistant Professor, Program Coordinator, Information Assurance: School of Technology Studies, Eastern Michigan University
January 29, 2014	Menlo Innovations Tour Menlo Innovations Discussion Legal Update	Anna Flynn, Menlo Innovations James Goebel, Menlo Innovations Lauren London, Associate General Counsel, Eastern Michigan University
March 5, 2014	State Library Resources Student Recruitment and Retention Consequences for Chronic Absenteeism Legal Update	D.B. Thomas, MeL & Library Outreach Coordinator, Library of Michigan School Leaders Lauren London, Associate General Counsel, Eastern Michigan University
May 7, 2014	Math Teaching Resources What Every Charter School Leader Must Know Successes and Challenges	Dr. Jonathon Lin, Professor, Eastern Michigan University College of Technology Melissa May, CPA & Patrick Sweeney, CPA Croskey Lanni, PC EMU Charter School leaders
August 20, 2014	Year-End Review Academic Performance Charter Schools Office Website	Malverne Winborne, Ph.D., Director, EMU/CSO Juliane Blazeovski, Ph.D., Senior Consultant, Hypothesi Mike Collett, Finance and Compliance Officer, EMU/CSO

Numbers Tell a Story

Annual Parent and Staff Satisfaction Surveys

Eastern Michigan University Charter Schools Office conducts two annual surveys at each charter school: one for parents and one for staff. The purpose of these surveys is to measure the level of satisfaction among parents and staff on a number of factors pertaining to their experiences with the school. They are also asked about ways the schools could improve.

These surveys were conducted in May and the reports were prepared in June. A summary of the findings was compiled, using a number of graphs showing the most current results, as well as the trends from past surveys. Copies of the summary reports were distributed to school leaders and school board members for planning and evaluation of efforts. The graphs to the right are an example of the kind of status and trend data available to school leaders (see figures 1 and 2).

Student Demographics

The students who attend Eastern Michigan University Charter Schools include a significant number of special education and low income students (see figures 3 and 4).

Figure 1: Parent Satisfaction with Child's Progress at Charter School
Overall Percentages for all EMU Charter Schools

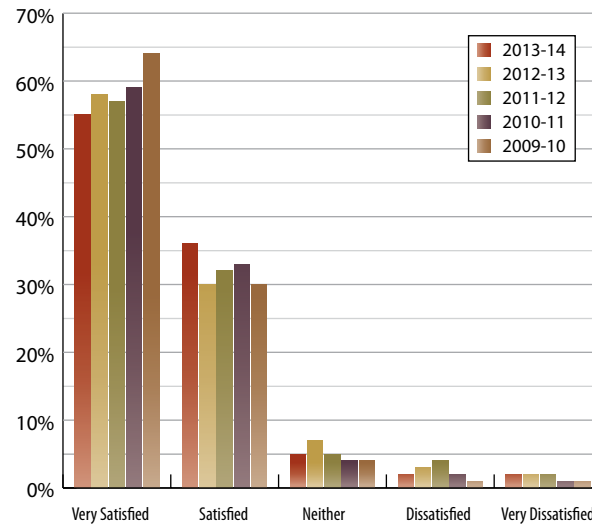


Figure 2: Teacher Satisfaction with Charter School Experience
Overall Percentages for all EMU Charter Schools

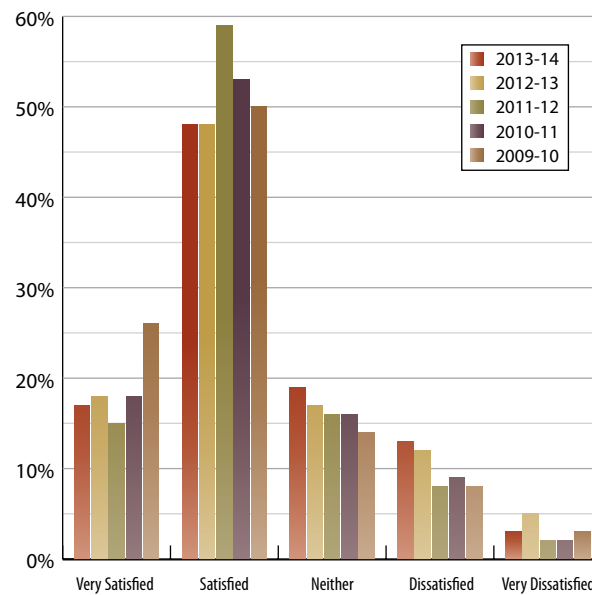


Figure 3: Percent At Risk Students
EMU Charter Schools
2013-2014

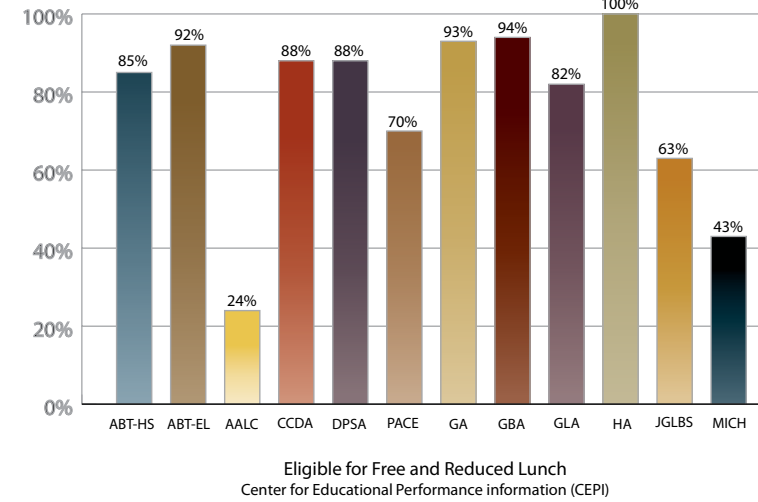
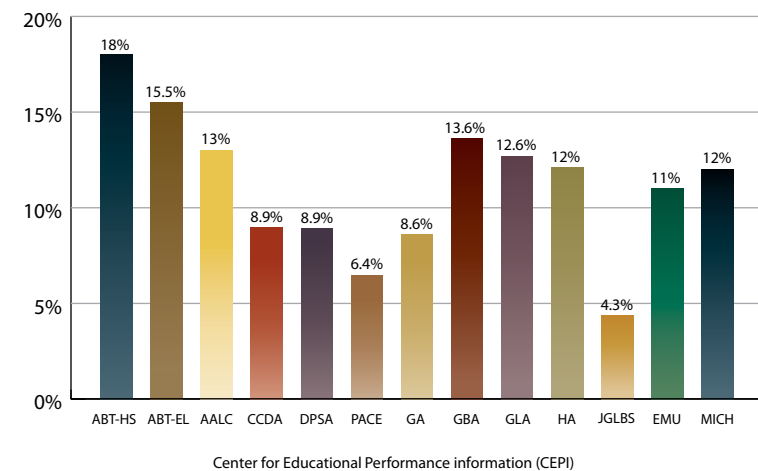


Figure 4: Students Receiving Special Education Services
2013-2014



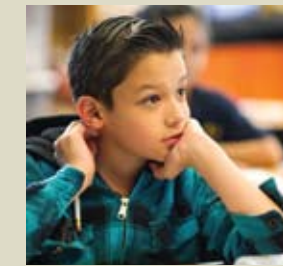
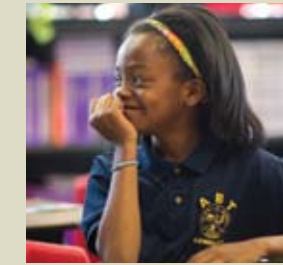
Our Mission

The mission of
Eastern Michigan University
Charter Schools Office

is to create a
community of
life-long learners.

We will develop and maintain a diverse
portfolio of **excellent schools.**

Our authorizing practice
places a **high value** on
quality relationships with our stakeholders.



Our Schools and their Board Members

Academy for Business and Technology
(Elementary)
5277 Calhoun
Dearborn, MI 48126

Academy for Business and Technology
(Secondary)
19625 Wood
Melvindale, MI 48122

Board Members:
David Vincent
Bernard Geter II
Tammy Smith
Fay Calvo
Marcella Bell
Marvin Jennings Jr.
Renee Newman

Ann Arbor Learning Community
3980 Research Park Drive
Ann Arbor, MI 48108

Board Members:
Valerie Mates
Mary Packard
Theodore Layher
Tara Mahoney
Patricia Berry
Katherine Lawrence
John Petz

Commonwealth Community Development Academy
13477 Eureka Road
Detroit, MI 48212

Board Members:
O. Richard Hamme IV
Curtis Robinson
Cynthia Smith
Solomon Spann III
Rupert Canonier

Detroit Public Safety Academy
1250 Rosa Parks Blvd.
Detroit MI, 48216

Board Members:
Hazel White
Dieasree Curry
Kamal Cheeks
Sarah Robinson
Anthony Boatwright

Dr. Joseph F. Pollack Academic Center of Excellence
23777 Southfield Road
Southfield, MI 48075

Board Members:
Elizabeth Taylor
Jasmine Henry
Rumell McDowell
Denise Bennett
Floyd Jean Webb

Gaudior Academy
27100 Avondale
Inkster, MI 48141

Board Members:
LaTanya Beanum
Kecia Harper
Velma Jean Overman
Rosielee Hurst
Karl D'Abreu
William Guess

Grand Blanc Academy
5135 Hill Road
Grand Blanc, MI 48439

Board Members:
Frederick Cheek
Tom Riutta
Peter Sinclair
Julie Hare
Alyssa Stewart

Great Lakes Academy
46312 Woodward Ave.
Pontiac, MI 48324

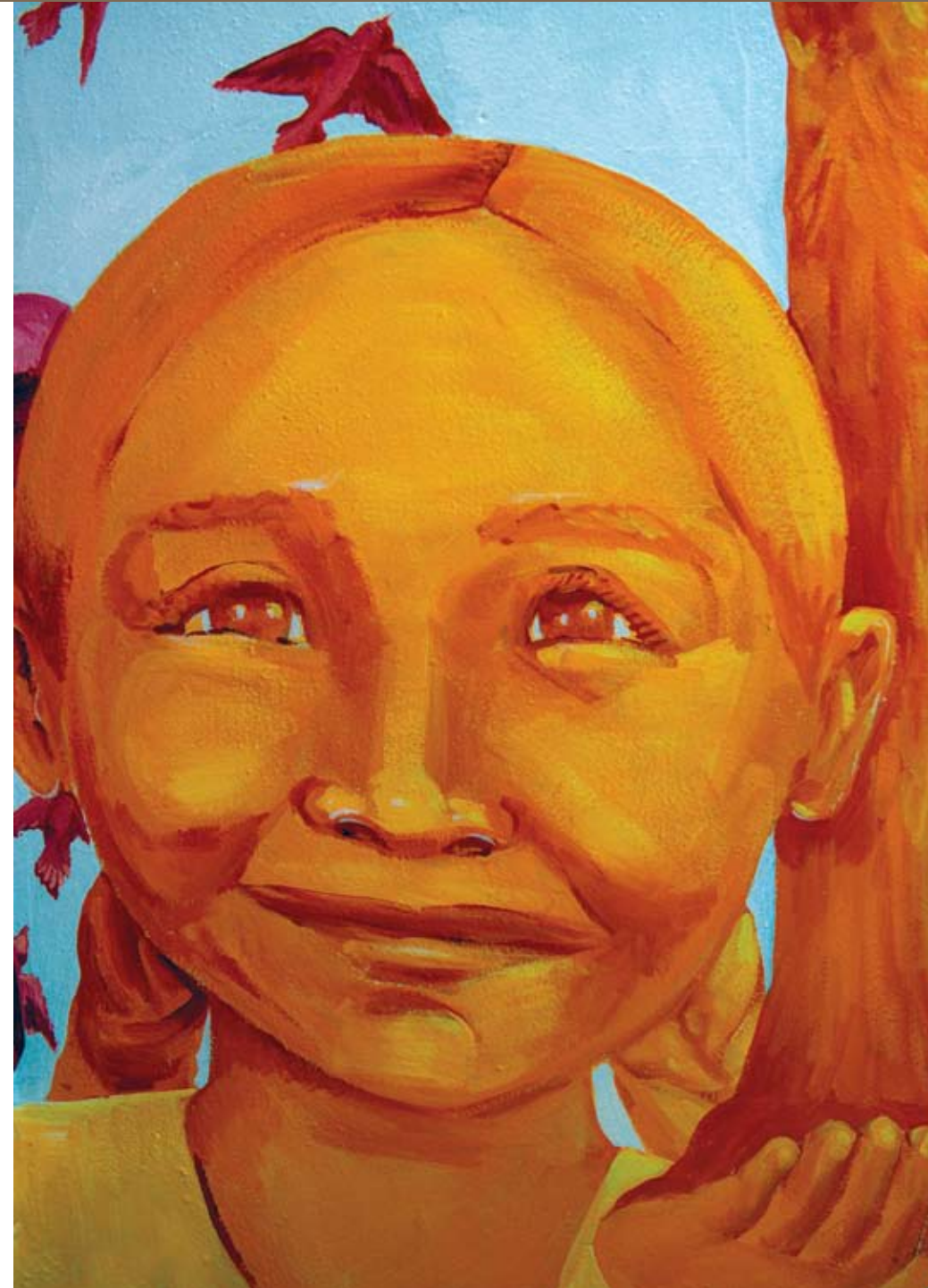
Board Members:
Daisy Davis
Jeffery Hill
Lennox Reid
Sandra Rolle
Ethan Vinson
Rashun Washington
Bettie Shaw-Henderson

Hope Academy
12121 Broadstreet
Detroit, MI 48204

Board Members:
Leatrice Eagleson
Vera Hurt
Randy McNeil
Angela Polk
Deborah Nowlin-Swartz

The James and Grace Lee Boggs School
4141 Mitchell Street
Detroit, MI 48207

Board Members:
Patrick Crouch
Lumas Helaire
Klotylda Phillippi
Alice Jennings-Edwards
Soh Suzuki
Yolanda Curry



EMU Charter School Board Member Appreciation Dinner



EMU Regent Beth Fitzsimmons meets charter school board members at appreciation dinner.



The EMU student Gospel Choir provided musical entertainment for the night's festivities.



Everyone enjoyed conversation and getting to know each other better.



Board members listened to program speakers during dinner.



Yodit Mesfin-Johnson speaks about board training initiative.



Academy for Business and Technology Elementary

The Academy for Business and Technology Elementary School (ABTE) in Dearborn, opened in 2003 and currently operates a grade K-5 elementary campus. The school offers basic subjects and the curriculum is aligned with state standards. The school continues to emphasize the technology offerings and has added a technology class. Other special classes include gym, health and art. Additionally, teachers are placing increased attention on students who are performing below grade level in reading and mathematics. This has

been done through the development of a structured Response to Intervention (RTI) program.

The Response to Intervention Program provides for entry testing of all students in reading and mathematics followed by periodic benchmark testing using the Scantron Performance Series. Students scoring below grade level are referred for remediation in mathematics and reading either in or outside of the classroom. Progress monitoring is then done to closely track improvement. ABTE

“Our vision and purpose is Academic Success for All!”



Mission Statement

In cooperation with parents and community, ABT will provide all students with a safe environment for learning and preparing them for success in their adult lives by equipping them with the skills necessary to foster creativity, to develop a sound character, to achieve higher education, to obtain employment and to be fully productive citizens well into the 21st century.

Performance Indicators

Results on the Michigan Report Card. (Proficient means the school has met its MEAP academic target):

- Mathematics = Proficient
- Reading = Proficient
- Writing = Proficient
- Science = Proficient
- Social Studies = Proficient

According to survey results:

- Parents are highly satisfied with their children’s academic progress.
- Parents are highly satisfied with the academy’s teachers.
- Parents are highly satisfied with the academy’s administrator.

Vital Statistics

- Years as a charter school: 11
- Total enrollment: 334
- Grades: K-5
- Student-teacher ratio: 23:1
- Percent of special education students: 14%
- Percent of low income students: 88%
- Percent highly qualified teachers: 100%



continues to achieve its student educational objectives while working with a student population where 30 percent reside in households in which English is the second language.

The school was proud of the following accomplishments:

- Achieved Lime State Scorecard Status
- Met Proficiency targets in all academic content areas
- Achieved a nearly 30% proficiency gain in writing



The Academy for Business and Technology Secondary School (ABTS) was authorized by the Board of Regents in 1997 to operate as a secondary school (grades 6-12) in Dearborn Heights. In 2005 the academy relocated to Melvindale, Michigan.

This school places a special emphasis on business and technology while it continues to align courses with the state of Michigan standards.

“Success for All. We are a school built on pride, family and excellence.”

Academy for Business and Technology Secondary

ABTS made great strides in the area of academic performance during the 2013-2014 school year. The academy served a total of 324 students. 71 percent of ABTS students live in Detroit.

The school was proud of the following accomplishments:

- In 2013-2014, ABTS was the recipient of the 21st Century grant. This grant brings many supplemental and extra-curricular programs to the school for the next five

years. Activities supported by this grant include middle and high school athletics, an after-school program, and community service opportunities.

- The ABT High School program has a variety of academic features such as: STEM (grades 6-11), Honors & Vo-TECH courses, dual enrollment, AP courses for college credit, and the choice of five interest-based graduation tracks.
- The graduation rate was 91% which is 14% higher than the state of Michigan average.



Mission Statement

In cooperation with parents and community, ABT will provide all students with a safe environment for learning and preparing them for success in their adult lives by equipping them with the skills necessary to foster creativity, to develop a sound character, to achieve higher education, to obtain employment and to be fully productive citizens well into the 21st century.

Performance Indicators

Results on the Michigan Report Card. (Proficient means the school has met its MEAP academic target):

- Mathematics = Proficient
- Reading = Proficient
- Writing = Proficient
- Science = Not Proficient
- Social Studies = Proficient

According to survey results:

- Parents are satisfied with their children’s academic progress.
- Parents are satisfied with the academy’s teachers.
- Parents are highly satisfied with the academy’s administrator.

Vital Statistics

- Years as a charter school: 17
- Total enrollment: 324
- Grades: 6-12
- Student-teacher ratio: 15:1
- Percent of special education students: 14%
- Percent of low income students: 88%
- Percent highly qualified teachers: 100%



Ann Arbor Learning Community

Mission Statement

To nurture independent learners as they acquire the tools they need to shape an environmentally and socially responsible future. In a supportive, student-centered community that appreciates uniqueness, AALC helps students develop a strong sense of self and lifetime love of learning. The school fosters the development of essential life skills and core academic knowledge through small, multi-aged classrooms that honor the learning and creative strengths of each student.

Performance Indicators

Results on the Michigan Report Card. (Proficient means the school has met its MEAP academic target):
 Mathematics = Proficient
 Reading = Proficient
 Writing = Proficient
 Science = Proficient
 Social Studies = Proficient

According to survey results:

- Parents are highly satisfied with their children's academic progress.
- Parents are highly satisfied with the academy's teachers.
- Parents are highly satisfied with the academy's administrator.

Vital Statistics

- Years as a charter school: 16
- Total enrollment: 273
- Grades: K-8
- Student-teacher ratio: 18:1
- Percent of special education students: 16%
- Percent of low income students: 18%
- Percent highly qualified teachers: 100%



their peers and their community. A safe and nurturing environment supports the social and emotional development of children, which is fundamental for effective student learning. Our learning community—made up of students, teachers, staff and families working together—affirms and supports a variety of learning styles.

The school was proud of the following accomplishments:

- In the spring of 2014, Abigail Kuhn, the middle school social studies teacher, was



named National History Day (NHD) Teacher of the Year for the state of Michigan. Two of her students qualified for the national competition in June of 2014.

- Teachers at AALC seek to nurture learning through project based, experiential academic learning opportunities. Here are examples of student presentations:
 - “Autonomy and Self-Efficacy in the Middle School Homestead” at the Place Based Education Conference in Grand Rapids
 - “Building closed loop systems” at the Southeastern Michigan Stewardship Forum
 - “Stewardship work at a creek that serves as a tributary to Mallets Creek” to the Rotary Club of Ann Arbor
 - AALC experienced gains on the Scantron Performance Series test, and exceeded college readiness standards for reading

“Years ago, I looked for a school that shared my values for my children: An environmentally conscious curriculum, all children given the opportunity for the arts, and a small community feel. I was so excited to find this at AALC.”

Commonwealth Community Development Academy



Mission Statement

To challenge each student to succeed at his/her maximum potential in a safe and secure environment. Academic and social excellence will be encouraged through effective instruction and cooperation between faculty, parents and students.

Performance Indicators

Results on the Michigan Report Card. (Proficient means the school has met its MEAP academic target):
 Mathematics = Proficient
 Reading = Proficient
 Writing = Proficient
 Science = Not Proficient
 Social Studies = Not Proficient

According to survey results:

- Parents are satisfied with their children's academic progress.
- Parents are highly satisfied with the academy's teachers.
- Parents are highly satisfied with the academy's administrator.

Vital Statistics

- Years as a charter school: 18
- Total enrollment: 200
- Grades: K-8
- Student-teacher ratio: 25:1
- Percent of special education students: 9%
- Percent of low income students: 88%
- Percent highly qualified teachers: 100%

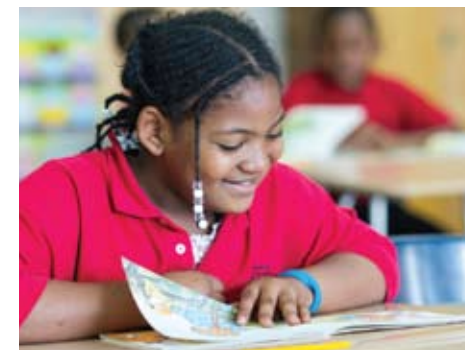
Commonwealth Community Development Academy opened its doors as a middle school in 1996. Its initial enrollment consisted of 270 students. In 1998, the academy opened an elementary school building which housed grades K-4 on the east side of Detroit. In the 2004-2005 school year, the academy consolidated the K-6 grades in one building. During the 2006-2007 school year a seventh grade was added to the school, and the eighth grade was added in 2007-2008.

In both the elementary and middle schools, basic math and science are emphasized. Commonwealth Community Development Academy continues to make improvements in student achievement. This is the twelfth year that the academy has utilized the Success For All comprehensive school reform

model as a method of improving student academic performance.

The school is most proud of:

- Commonwealth's ranking on the State's Top to Bottom List of schools increased from 3% to 15%.
- Commonwealth was featured in the MI EXCEL second quarter report produced by Michigan State University for demonstrating the commitment to make a difference in student achievement.
- Commonwealth Community Development Academy was acknowledged by the Detroit Pistons Basketball organization as a Game Changer. Game Changers are the everyday people making a difference within



their communities through service, leadership and volunteerism.
 • The school culture developed into a family oriented setting without fights or bullying.
 • The parental involvement rate increased by 20% because of their commitment to support their children in the classroom.

“When asked why her three children are enrolled at Commonwealth, Ms. Natina Massey will tell you, ‘I know what Commonwealth can do! They work hard to teach our kids!’”





Detroit Public Safety Academy

Mission Statement

Detroit Public Safety Academy, in partnership with our community, will provide a safe, innovative and nurturing environment where students are valued and treated with dignity and respect as staff prepare and engage them in meaningful, differentiated learning experiences that will promote distinguishable character and workforce success, particularly in the public safety arena.

Vital Statistics

- Years as a charter school: 1
- Total enrollment: 56
- Grades: 9-10
- Student-teacher ratio: 15:1
- Percent of special education students: 9%
- Percent of low income students: 88%
- Percent highly qualified teachers: 100%

The Detroit Public Safety Academy (DPSA) is a 7-12 secondary school located in Detroit. The 2013-2014 school year marked the beginning of the first year of its charter with Eastern Michigan University, with an enrollment of 56 students in grades 9-10.

The founders of the Detroit Public Safety Academy were concerned that urban students are under-represented in these burgeoning careers in public safety. The academy will offer technical assistance, along with a rigorous curriculum for students. It also supports partnerships with local institutions that provide law enforcement, fire and emergency degrees

such as Wayne County Community College District (WCCCD) located less than two miles from the school.

Of particular interest at DPSA is school-to-career readiness concurrent with the ethical challenges facing law enforcement, fire and emergency services. DPSA emphasizes the importance of ethics, integrity and honesty by adopting a character education program to address the challenges faced today by public safety officers. While some Detroit schools do offer character education, DPSA does so within the context of public safety.



The school was proud of the following achievements:

- Reaching 68% proficiency in reading on the Scantron Performance Series assessment
- Making gains in mathematics on the Scantron assessment
- DPSA boys basketball team making into the district championship

“Detroit Public Safety Academy is a school that is growing students into leaders of tomorrow...and we are all better for it!”

The Dr. Joseph F. Pollack Academic Center of Excellence opened its doors in the fall of 1999. In 2010 the school was named after Dr. Joseph Pollack, who developed the Eastern Michigan University Charter Schools Office and became its first director. In 2013-2014, the charter school served 877 students in grades K-8 organized into the primary academy (K-2) and the elementary/secondary academy (3-8). Approximately 87 percent of the academy’s students reside in the city of Detroit.

The academy offers a variety of choices in its curriculum. In the reading area, teachers use Success For All in the primary grades. This curriculum requires students to master phonetic skills prior to making a transition to

Dr. Joseph F. Pollack Academic Center of Excellence



a literature-based program. In grades five and six, teachers use a five-day literacy plan based on Success For All and Project Read. Teachers use the University of Chicago School



Mathematics Program: everyday mathematics, transition math and algebra. In addition, extensive programs are offered in writing, science, history, social science and foreign language.

The school was most proud of these achievements:

- Improved ranking on the 2014 MDE School Report Card from “Orange” to “Yellow”
- The new Willie Horton Library and Media Center
- The 14th Anniversary Celebration, which grossed over \$70,000 in fundraising dollars
- Increased number of students meeting or exceeding their targets on Scantron Assessments and a dramatic increase in 7th grade writing MEAP scores
- The Math Facts Challenge Invitational, hosted by PACE Academy, featured over 500 students from the Metro Detroit area
- Implemented the Achievement Network, with Common Core assessments
- Achieved a double digit increase in parent participation and volunteerism

“One School, One Vision, One Mission, One Community, One Culture, ONE PACE!”



Mission Statement

To develop students with strong character who come to value learning as a lifelong process.

Performance Indicators

Results on the Michigan Report Card. (Proficient means the school has met it’s MEAP academic target):
 Mathematics = Proficient
 Reading = Proficient
 Writing = Proficient
 Science = Not Proficient
 Social Studies = Proficient

According to survey results:

- Parents are highly satisfied with their children’s academic progress.
- Parents are highly satisfied with the academy’s teachers.
- Parents are highly satisfied with the academy’s administrator.

Vital Statistics

- Years as a charter school: 15
- Total enrollment: 877
- Grades: K-8
- Student teacher ratio: 24:1
- Percent of special education students: 6%
- Percent of low income students: 70%
- Percent highly qualified teachers: 100%



Gaudior Academy

Mission Statement

To provide learning experiences in an atmosphere which nurtures and educates the whole child by addressing the multiple intelligences, instilling a love of learning, and fostering respect for themselves, their fellow citizens, their country, and their world.

Performance Indicators

Results on the Michigan Report Card. (Proficient means the school has met it's MEAP academic target):

- Mathematics = Proficient
- Reading = Proficient
- Writing = Proficient
- Science = Not Proficient
- Social Studies = Not Proficient

According to survey results:

- Parents are satisfied with their children's academic progress.
- Parents are highly satisfied with the academy's teachers.
- Parents are satisfied with the academy's administrator.

Vital Statistics

- Years as a charter school: 18
- Total enrollment: 222
- Grades: K-8
- Student-teacher ratio: 16:1
- Percent of special education students: 9%
- Percent of low income students: 93%
- Percent highly qualified teachers: 100%

Gaudior Academy is a K-8 public school academy located in Inkster. The 2013-2014 school year marked the beginning of the eighteenth year of its charter with Eastern Michigan University with an enrollment of 222 children. Approximately 50 percent of its students reside in Detroit and Inkster, with the remainder coming from 12 other school districts.

The 2013-2014 school year marked the eighth year operating the Gaudior Early Learning Center, a child-care center and preschool for children ranging in ages from six months to four years of age. This center greatly strengthens Gaudior Academy's presence in the community.

The school was proud of the following achievements:

- The board of Gaudior academy has approved a restructuring plan for a Montessori based instructional program for all grades.
- With the support of a new Educational Service Provider, Choice Schools, teachers and staff are committed to turning Gaudior into a school of excellence.
- Future plans include efforts to instill a culture of academic rigor and mutual respect.



“The Gaudior community understands that learning involves more than what happens in the classroom. Everyone is encouraged and supported in their quest for academic and social growth.”

“Our school is a safe, warm and welcoming place for students and families focused on supporting the development of the whole child.”

Grand Blanc Academy



Mission Statement

To work together with families and the community to instill the values of citizenship and lifelong learning. We will provide a safe and effective learning environment striving to meet the needs of all students.

Performance Indicators

Results on the Michigan Report Card. (Proficient means the school has met it's MEAP academic target):

- Mathematics = Proficient
- Reading = Proficient
- Writing = Proficient
- Science = Not Proficient
- Social Studies = Proficient

According to survey results:

- Parents are highly satisfied with their children's academic progress.
- Parents are highly satisfied with the academy's teachers.
- Parents are highly satisfied with the academy's administrator.

Vital Statistics

- Years as a charter school: 15
- Total enrollment: 375
- Grades: K-8
- Student-teacher ratio: 23:1
- Percent of special education students: 14%
- Percent of low income students: 94%
- Percent highly qualified teachers: 100%

Grand Blanc Academy opened in 1999. The initial school enrollment was 341 students, and the 2013-2014 enrollment in grades K-8 was 375 students.

Students in grades K-5 are offered reading, language arts, mathematics, science, Spanish, music, and physical education. Students in grades 6-8 are offered language arts, mathematics, science, Spanish, world and U.S. history, physical education and health.

Students also have the opportunity to take courses in journalism, speech and debate, photography, videography, life skills, visual art, choir, band, computers and drama. The Academy strives to support families by partnering with local agencies including Big Brothers and Big Sisters, Insight Recovery and Mental Health.

The school was proud of the following achievements:

- Increased math scores in grade 6 to 83% proficiency as determined by Scantron Ed Performance Series test
- 24% and 26% proficiency increases in 2nd and 3rd grades mathematics
- Percent of students returning to Grand Blanc Academy increased from 60% to 65%
- A dramatic decrease of behavior referrals along with In School and Out of School suspensions





Great Lakes Academy

Mission Statement

To provide an environment which promotes and provides practical knowledge to become productive and responsible citizens in the 21st Century. GLA will prepare students to function in a complex, ever changing world by cultivating habits which promote a positive self concept. The results will be excellence in the basic core subject areas, art, music, physical education and technology.

Performance Indicators

Results on the Michigan Report Card. (Proficient means the school has met its MEAP academic target):

- Mathematics = Proficient
- Reading = Proficient
- Writing = Proficient
- Science = Not Proficient
- Social Studies = Proficient

According to survey results:

- Parents are highly satisfied with their children's academic progress.
- Parents are highly satisfied with the academy's teachers.
- Parents are satisfied with the academy's administrator.

Vital Statistics

- Years as a charter school: 17
- Total enrollment: 213
- Grades: K-8
- Student teacher ratio: 16:1
- Percent of special education students: 13%
- Percent of low income students: 82%
- Percent highly qualified teachers: 100%

Great Lakes Academy (GLA) began operations in the fall of 1997 as a K-3 school. For the first three years, the school added a grade level each year leading to an enrollment of 213 students in grades K-8 during the 2013-2014 school year. Great Lakes Academy is a past recipient of the Michigan Golden Apple Award for outstanding academic growth.

Great Lakes Academy's integrated curriculum includes extracurricular activities such as the Step program (cheerleading and dance), basketball, and Gear-Up in cooperation with Oakland University. The academy recognizes that the training of a child at home in conjunction with the school is crucial to success. At Great Lakes Academy, the parents and faculty

jointly join together to promote solid instruction with character building principles.

The school was proud of the following achievements:

- Excellent reading program which resulted in increased reading scores on the fall 2013 MEAP
- Increased writing scores on the fall 2013 MEAP for grades 4 and 7
- Maintained a strong academic program while reducing its debt in 2014 and continued to have a positive fund balance



“At Great Lakes Academy we are dedicated to educating students in a safe and nurturing environment and we understand the value of positive relationships with students and their families in order to achieve our goals.”



Hope Academy began the process, promise and commitment to educate students in July, 1998. Enrollment began with kindergarten through 3rd grade representing 288 students. In 2013-2014 Hope Academy served students in grades K-8, with an enrollment of 704 students. Each grade cluster contains 3 classes. K-3rd is departmentalized with each teacher teaching all the core subjects. Students in grades 4-8 are taught by 3 core subject teachers. To address the emergent academic needs of the students, the Scantron Assessment is administered 3 times a year to monitor students' progress. Teachers utilize the data derived from MEAP, Scantron and a myriad other assessments to inform instruction. In 2013-2014 the academy hosted a pilot 9th grade School for the Future program.

To augment the students' education, Hope Academy offers music, physical education, Spanish and instructional technology. As Hope Academy implements the Common Core State Standards (CCSS), the extracurricular teachers are responsible for including the CCSS in their lesson planning and classroom instruction. The school also offers programming to meet the needs of diverse learners, including the Bridge Up Program and The Honors Academy. These programs are designed for students who are exceeding the standards consistently at Hope Academy. Students are challenged to reach greater heights.

Hope Academy continues to expose students to extracurricular activities to enhance their learning. After school activities include:

Hope Academy



Mission Statement

To provide a positive, nurturing and collaborative educational environment where we ensure the intellectual, social, and physical development of every student.

Performance Indicators

Results on the Michigan Report Card (Proficient means the school has met its MEAP academic target):

- Mathematics = Proficient
- Reading = Proficient
- Writing = Proficient
- Science = Not Proficient
- Social Studies = Proficient

According to survey results:

- Parents are highly satisfied with their children's academic progress.
- Parents are highly satisfied with the academy's teachers.
- Parents are highly satisfied with the academy's administrator.

Vital Statistics

- Years as a charter school: 16
- Total enrollment: 704
- Grades: K-8
- Student-teacher ratio: 26:1
- Percent of special education students: 9%
- Percent of low income students: 100%
- Percent highly qualified teachers: 96%



mentoring, Girl Scouts, Boy Scouts, basketball, cheerleading, and academic tutoring.

The school is most proud of the following achievements:

- A large enrollment of students
- Significant focus on reading data from the state assessment
- Efficient professional learning communities and time for the PLC to work effectively

“Hope Academy. Where your children are our priority.”





The James and Grace Lee Boggs School

The James and Grace Lee Boggs School opened in the fall of 2013 with an initial enrollment of 46 students in grades K-3. The Boggs School is a place-based school that encourages students to take pride in their culture and heritage and learn about and connect deeply with their community. According to a founding member, “Before the school started, the school team and volunteers went door to door and knocked on over 1,500 doors on the east side of Detroit in various neighborhoods. Volunteers asked people what they wanted to see in a new school and started building relationships with community residents.”

The school has partnered with many community organizations, including ones doing work on the east side of Detroit where the school is located. The school continues the process of relationship-building, through a community-initiated group called the Explor-

atory Community Outreach group, by facilitating monthly community conversations in the neighborhood and at the school.

The school is currently working to develop a curriculum that addresses the needs of the school and community as well as using the resources of both.

Principles of Place-Based Education:

- Learning takes place on-site, in the schoolyard, and in the local community and environment.
- Learning focuses on local themes, systems, and content. Learning is personally relevant to each learner.
- Learning experiences contribute to the community’s vitality and environmental quality; they support the community’s role in fostering global environmental quality.



- Learning is supported by strong and varied partnerships with local residents, organizations, businesses, and government.
- Learning is interdisciplinary.
- Learning experiences are tailored to the local audience.
- Learning is grounded in and supports the development of a love for one’s place.
- Local learning serves as the foundation for understanding and participating in appropriate regional and global issues.

The School is most proud of the following achievements:

- Opening the school after five years of development and planning
- Hiring and retaining highly qualified teachers who believe in and promote the mission and vision of the school
- Creating a culture of community-building that resonates with students, families, and community members



“Our school honors childhood while simultaneously preparing our children to think critically, broadly and mindfully.”



EASTERN MICHIGAN UNIVERSITY™ 2013-14 Academic Year

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Mission Statement
Our mission is to nurture creative, critical thinkers who contribute to the well-being of their communities.

Performance Indicators
Results on the Michigan Report Card (Proficient means the school has met it’s MEAP academic target):
Mathematics = Proficient
Reading = Proficient
Writing = Proficient
Science = Not Proficient
Social Studies = Proficient

According to survey results:

- Parents are highly satisfied with their children’s academic progress.
- Parents are highly satisfied with the academy’s teachers.
- Parents are highly satisfied with the academy’s administrator.

Vital Statistics

- Years as a charter school: 1
- Total enrollment: 46
- Grades: K-3
- Student-teacher ratio: 24:1
- Percent of special education students: 4%
- Percent of low income students: 63%
- Percent highly qualified teachers: 100%

EASTERN MICHIGAN UNIVERSITY

Charter Schools Administration Financial Report

For the years ended June 30, 2014 and June 30, 2013

	2014	2013
Appropriations Received (Michigan State School Aid)	\$ 24,127,630	24,940,565
Appropriations Disbursed	23,356,654	24,141,659
Eastern Michigan University Administrative Fee, Net of Discount	770,976 ¹	798,906
Operating Expenses	808,254 ²	786,949 ³
Surplus/(Deficit)	\$ (37,278) ⁴	11,957

¹ The University's administrative fee decreased in 2014 as a result of a decrease of 170 in FTE membership at EMU's chartered schools. The state foundation allowance increased \$58/fte from 2013. The authorizing fee is discounted by the amount collectible from state restricted categorical funding.

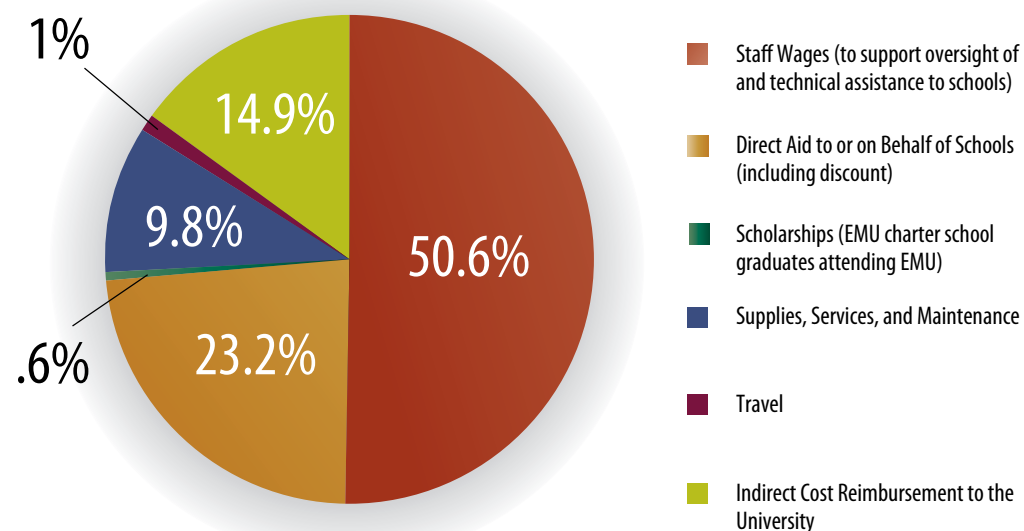
² In the 2013-2014 school year, 3,620 students were enrolled in ten charter schools, with a blended FTE state aid membership of 3,603.03. The operating budget included a director, associate director, administrative assistant, accountant and part-time attorney. Other expenses included printing, equipment, professional dues, workshops and related office and field expenditures, as well as \$133,000 of indirect cost recovery to the Eastern Michigan University general fund for its support to the program. Expenditures and discounts for schools totaled \$207,346 in financial assistance as demonstrated in the accompanying table.

³ In the 2012-2013 school year, 3,783 students were enrolled in eight charter schools, with a blended FTE state aid membership of 3,772.98. The operating budget included a director, associate director, administrative assistant, accountant and part-time attorney. Other expenses included printing, equipment, professional dues, workshops and related office and field expenditures, and over \$129,900 of indirect cost recovery to the Eastern Michigan University general fund for its support to the program. Expenditures for schools, staff and board professional development, achievement testing and student performance measurement totaled \$115,976, and discounts for schools totaled \$70,710.

⁴ The 2013-2014 deficit was planned, allowing for additional Charter School Board member training, as well as professional development grants for each authorized academy.

Uses of Charter School Funding

For the year ended June 30, 2014



EASTERN MICHIGAN UNIVERSITY

Direct Financial Assistance to Chartered Schools

Fiscal Year 2013 - 2014

SCHOOL	PROFESSIONAL DEVELOPMENT	ACADEMIC TESTING	AUTHORIZER DISCOUNT ¹	OTHER	TOTAL
ABT	\$7,300	\$9,314	\$16,549	\$3,988	\$37,151
AALC	657	3,088	2,626	2,968	9,340
CCDA	2,200	2,828	6,508	2,950	14,486
DPSA	1,000	598	797	2,387	4,783
PACE	9,700	10,255	15,467	4,385	39,806
GAUD	2,300	3,899	3,607	2,872	12,679
GTA	0	0	0	1,696	1,696
GBA	4,100	5,883	9,548	3,325	22,856
GLA	2,400	2,669	5,484	2,870	13,423
HOPE	7,700	9,994	25,067	4,117	46,878
JGLBS	1,000	396	485	2,367	4,248
GRAND TOTAL	\$38,357	\$48,923	\$86,139	\$33,927	\$207,346

REASON	AMOUNT
Professional Development Grants	\$38,357
Authorizer Discount	86,139
Academic Testing	48,923
Student Performance Measurement	11,929
Student Enrichment/Entrepreneurship	80
Professional Development/EMU Administrator Workshops	3,515
Board Training, Enrichment and Other	18,280
Professional Development/Continuing Education and Other	124
GRAND TOTAL	\$207,346

¹ EMU discounts its authorizing fee the collectible amount from state restricted categorical aid.



EASTERN MICHIGAN UNIVERSITY™

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